

<b><i>Theory &amp; Practice for High Poverty Schools: 2022 Virtual Summer Institute Online Series Professional Development Graduate Course</i></b>	
EDPD 525	June-July 2022
<b>Instructor</b>	Jane Brandis
<b>Office</b>	Pee Dee Education Center, 661-1826
<b>E-mail</b>	<a href="mailto:jbrandis@fmarion.edu">jbrandis@fmarion.edu</a> <b>BEST CONTACT METHOD</b>
<b>Office Hours</b>	By Appointment
<b>LIVE Meeting Dates</b>	June 1 & 2, 2022 --- 4:00 – 6:00 PM (Distance Live Sessions REQUIRED)
<b>Course Description</b>	
<p>This online course is designed to provide educators with a study of theories and strategies for teaching children of poverty. Educators will explore the research and practice of nationally recognized experts that serve as 2022 <i>Virtual Summer Institute</i> Online Series featured speakers, especially as it aligns with the 25 Best Practices identified by the Center of Excellence to Prepare Teachers of Children of Poverty. Representations of learning and individualized plans for applying selected practices in a range of educational settings will be required.</p>	
<b>Course Objectives</b>	
<i>Upon completion of the course, those enrolled will be able to:</i>	
Redefine poverty as the absence of any resource that can negatively impact school and life success	
Explore theories and research associated with life without one or more resources through the online webinar series.	
Consider a variety of supports and interventions for removing learning barriers as indicated by student needs and aligned with the theories and research presented in call and through the webinar series.	
Design strategies for authentically applying research and theory in a range of educational settings.	
<b>Course Materials</b>	
<ul style="list-style-type: none"> <li>• One ‘Marble’ notebook &amp; art supplies (colored pencils, crayons, gel pens, etc.)</li> <li>• Internet capabilities</li> <li>• Ability to scan or photograph journal entries and transmit electronically</li> </ul>	

## Content Outline

EDPD 525 will explore several of the following topics:

### Foundations for Learning.

1. Build relationships.
2. Decrease stress.
3. Increase status.
4. Instill a sense of hope.
5. Use effective proactive guidance strategies.
6. Employ 'ME-oriented' best practices all day every day.
7. Understand the goals of student behaviors.

### How? Develop high-quality, meaningful relationships.

1. Build relationships.
2. Decrease stress.
3. Increase status.
4. Instill a sense of hope.
5. Use effective proactive guidance strategies.
6. Employ 'ME-oriented' best practices all day every day.
7. Understand the goals of student behaviors.

### How? Understand and support the health needs of students.

8. Support health needs.

### How? Cultivate family and community partnerships.

9. Implement a results-driven partnership plan.

### How? Align classroom instruction and assessment with required, tested standards.

10. Use the RBT or Webb's DOK to unpack standards and to align instruction.

### How? Motivate students' interest in learning.

11. Motivate the unmotivated – Increase value and expectancy of success.
12. Promote a growth mindset rather than a fixed mindset.

### How? Build background knowledge and grow the brain.

13. Build background knowledge in all content areas.
14. Grow executive functions.
15. Build memory trace.
16. Cultivate healthy emotional brains and teach soft skills and hidden rules of school.

### How? Design and deliver purposeful instruction.

17. Purposefully teach – know the goal and reach rigor through active, deep and engaging activities.
18. Explicitly teach specific skills—use formats, templates, models, and rubrics.
19. Use questioning strategically.
20. Use (formative) feedback and data to drive instruction.
21. Make learning fun; capitalize on the power of dopamine.
22. Accommodate.
23. Integrate the ARTS.
24. Hold high expectations for all students – *all means ALL!*

### How? Benefit from strong and supportive school leadership.

25. Be a leader (or a follower).

## Methods of Presentation

Each of the two required classes will be a combination of demonstration/modeling, discussion, and direct teaching of selected course content, followed by an independent study of a minimum of 30 hours of educator-selected live and/or recorded webinars featured in the *2022 Virtual Summer Institute Online Series*.

## Course Requirements

1. Attendance and participation in all classes and related activities
2. Completion of required readings and other preparations before class and as indicated on schedule.

3. Successful completion of all assignments.

## Course Policies and Dispositions

### Professional Behavior and Norms

Dispositions are as important as academic work. Educators are expected to conduct themselves in a professional manner at all times. This includes adhering to the FMU attendance policy; punctuality for all classes and meetings; and the active cultivation of positive professional relationships.

All class participants have the right to learn in a respectful environment and the instructor has the right to teach in a respectful environment. Engaging in personal conversations, preparing assignments for another class, checking cell phones, emails, or text messages, or otherwise being inattentive distracts other class participants, including the instructional leader, and are never allowed.

It is expected that all educators contribute to class in an appropriate and meaningful manner.

Any failure to demonstrate appropriate professional dispositions will result in disciplinary actions that comply with FMU School of Education policies that may include withdrawal from the course.

### Assignment Deadlines

Assignments and responsibilities are due as specified in the syllabus. Assignments will be considered unacceptable past the due date, unless approved in advance by the professor. Should questions emerge about an assignment, the professor must be contacted WELL IN ADVANCE of the due date for clarification or other assistance.

## Assignments and Assessments –

The student will complete the assignments as described below:

#	Activity Description
1	<b><u>Journal Entries:</u></b> The educator will complete a personal journal that documents all course activities. Each entry must be scanned or photographed and submitted electronically. Specific instructions and examples will be provided in the Live meetings on June 1 & 2.
2	<b><u>Digital Project:</u></b> The educator will create a short digital project (e.g. infographic, PPT presentation or pamphlet) to demonstrate key concepts and important takeaways of the educator-selected topic. Specific instructions and guidelines will be provided in the Live meetings on June 1 & 2.

## Class Calendar

Date	REQUIRED ACTIVITY
June 1 4 – 6 PM	Virtual Class Meeting – REQUIRED
June 2 4 – 6 PM	Virtual Class Meeting – REQUIRED
June 5 11:59 PM	Digital Project Proposal Due
June 24 11:59 PM	Digital Project Due
June 27 11:59 PM	Journal Entries Due